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ABSTRACT

Project PROF, a professional development program for experienced teaching faculty in the College of Agriculture and Natural Resources at Michigan State University, is described, and results of a faculty assessment of the program are summarized. Program objectives include: increased faculty self-assessment as related to teaching; expose faculty to creative problem-solving; introduce faculty to different environments, new concepts, and experts; promote professionalism in teaching within the discipline; and provide an opportunity for the implementation of what is learned. Program components include: session focusing on better understanding of oneself and others by learning to interpret the Myers-Briggs Personality Preference Indicator and identifying and coping with stress; microteaching; a retreat designed to develop group cohesiveness which included sessions on managerial-leadership styles, creative problem solving, and learning and motivation; exposure of faculty to a new environment and growth experiences through the Creative Problem Solving Institute; and industrial education tours. Based on responses to a faculty questionnaire, the PROF experience was judged to extend beyond teaching and the classroom. It had a pervasive effect on participants' lives through increased self-understanding. Some program participants left the university to pursue new careers, others refocused their direction at the university, and some periodically reflect on their PROF experience when difficult decisions need to be made. (SW)

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Project PROF

A Professional Development Program for College Faculty

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Traditionally faculty development programs focus on the development of skills. Project PROF, a professional development program for experienced teaching faculty, focuses on the development of the total individual. Since 1975, four groups of faculty have participated in PROF. The consensus of participants surveyed was: Project PROF facilitated the opening and cross-fertilization of minds, increased self-awareness, fostered flexibility and creativity and impaced on all dimensions of participants' lives. During the session, the Project PROF will be described, spin-off programs discussed and information about funding from the Kellogg Foundation for programs like PROF provided.

HE 014 931

Project PROF

A Professional Development Program for College Faculty

Purpose

> "Professional stagnation among American faculty is in danger of replacing faculty mobility. Wringing more out of declining resources makes adequate teaching supports on a major scale all the more essential to assure faculty development through the end of this century."

This statement from Change Magazine in 1974 is even truer today. Faculty are the most important, yet often neglected, resource in educational institutions. In 1975 the College of Agriculture and Natural Resources at Michigan State University recognized the need to facilitate the personal and professional development of experienced teachers from its fifteen departments. The recognition of this is not new (Eble 1973, Change, 1974, Gaff 1975). However, the approach taken has been unique. While most faculty development programs focus on the development of skills, Project PROF emphasizes the development of the total individual. But what is Project PROF? What initiated such a program? Who is it designed for? What is the PROF experience? What makes it so unique? What are the reported outcomes? The purpose of this paper is to address these questions and report the responses of Project Prof participants to a question designed to assess the PROF experience.

What is Project PROF?

Project PROF is a faculty development program for teaching faculty in the College of Agriculture and Natural Resources at Michigan State University. "PROF" is an acronym for "Professional Renewal of Faculty." But "PROF" goes beyond the concept of renewal. Project PROF provides an opportunity for personal growth. It builds on the uniquenesses and strengths of each person. During the program, participants learn about themselves as well as others. They learn of different ways of perceiving the world and acting in the world. They have an opportunity to think about thinking in a creative and different way. A composite group of "PROF'ers" from different programs summarized the purposes of this professional development program as:

1. To open and cross-fertilize minds,
2. To increase the awareness of oneself, others and the larger environment,
3. To foster flexibility and creativity,
4. To facilitate the personal and professional growth of faculty.

It is the unique character of PROF that led to the funding of the W. K. Kellogg Foundation and its four generations of enthusiastic alumni.

What initiated such a program?

Project PROF was a response to a need in the mid-seventies. The College was growing at a rapid rate, the composition of the student body changed. More students were coming from non-farm backgrounds, and women and minority students were entering previously white-male dominated fields. At the same time employers were demanding students who were experienced and had broader backgrounds. Dr. David Armstrong, Assistant Dean, recognized that the conditions called for faculty development that would spur unique and creative approaches to problems.

In the project proposal he stated:

> "One key way to deal with this rapid change in student composition is to have extensive faculty development programs. The faculty development program cannot be directed to simply understanding the teaching technique, skills, gimmicks, and delivery systems for the student, but must rely on the ability of the faculty to release its creative and innovative abilities to get rid of old ideas, understand persons with backgrounds different than his, and to implement in a much shorter period of time complete new educational objectives."

The objectives of the program were:

1. To have faculty understand their teaching effectiveness and areas needing improvement.
2. To expose faculty to processes of self-evaluation and analysis as they relate to teaching.
3. To expose faculty to creative problem solving.
4. To extend faculty understanding by introducing them to different environments, new concepts, and experts throughout the nation.
5. To promote professionalism in teaching within the discipline and throughout the region with visiting scholars.
6. To provide an opportunity for implementation of things learned.

Who is the program designed for?

Project PROF was designed for experienced teachers in the College of Agriculture and Natural Resources. Participants were selected from 20 departments, schools, and institutes in the college.*

What is the PROF experience?

Each PROF agenda had similar and unique features. The first Program was for 18 months while the last two were for 12 months. Each of the four PROF Programs had six interrelated aspects of the program:

* Agriculture Economics, Agriculture Engineering, Animal Science, Biochemistry, Botany and Plant Pathology, Crops and Soils Science, Dairy Science, Entomology, Fisheries and Wildlife, Food Science and Human Nutrition, Forestry, Horticulture, Packaging, Park and Recreation Resources, Resource Development, ANR Education Institute, Agriculture Technology, International Agriculture, the Agriculture Experiment Station, and Agriculture Extension.

1. Better Understanding Oneself and Others: The initial evening sessions were attended by PROF'ers and their spouses. We learned early in the program that if one member of a partnership began to grow, develop and change, it can have a powerful impact on the relationship. The initial sessions focused on better understanding oneself and others. Programs included topics such as: an interpretation of the Myers-Briggs Personality Preference Indicator to examine how individuals differentially perceive information, make decisions and act upon those decisions; Identifying and Coping with Stress, Non-verbal Communication, and Effective Presentation Strategies.

2. Microteaching: Microteaching provided an opportunity to learn about and practice the principles of effective teaching. During the first session, the participants learned about principles of effective lecture design and delivery. To reinforce these principles, they viewed videotapes of different instructors and discussed their varying delivery styles. Following this session, participants prepared a ten minute presentation. During the second session their presentation was videotaped. Their colleagues and an instructional developer provided constructive feedback. Microteaching provided the unique opportunity for faculty to learn about their own delivery style and its impact on the learner.

3. As Others See Us: A four-day off campus retreat provided an opportunity to develop group cohesiveness and to think and reflect in an environment devoid of daily pressures and expectations. The activities often build on the initial sessions. Content specialists joined "PROF'ers" to share information throughout the session. Many stayed overnight and participated in sessions such as:

   Managerial-Leadership Styles: The Myers Briggs Personality Preference Indicator was further interpreted in terms of how people lead and work with others, whether in committee work, on a research team or in a classroom.

   Creative Problem Solving: methods of approaching and resolving problems in innovative ways were learned through activities that stretched the imagination, encouraged risk-taking and increased group cohesiveness.

   Learning and Motivation: current information of learning and motivation and its implications for classroom teaching were discussed.

   Coping with Stress and Loss: through discussions and self assessment indicators, participants reflected on life transitions, stress and coping with loss.

   Group Discussion Processes: principles and skills of managing groups were experienced and recorded on videotape for later examination and discussion.

As Others See Us: In the evening conversations with people. such as: a State Senator, an MSU Board Member, The Academic Provost, a business leader, a futurist and a philosopher provided an opportunity to learn and exchange points of view about current issues and opportunities.

4. Creative Problem Solving Process- An introduction to a creative problem solving process was held over a week-end for PROF'ers and spouses. The sessions included a variety of "mind-stretching" activities to encourage and nuture creative thinking. The information was the initiation, or "spring-board" session of the Creative Problem Solving Institute in Buffalo, New York.

5. The Creative Problem Solving Institute (CPSI): In June, the Project Prof participants took a five day trip to Buffalo, New York to visit CPSI. The purposes of the session were to expose the faculty to a new environment, a variety of people and educational events they were not likely to contact in the University setting. There were numerous unique classes in which they could participate. These included Yoga, creativity in industrial settings, education of the gifted, stress management, synectics, group processes, and mind-body integration, to mention a few. The "CPSI experience," as PROF'ers called it was truly mind-expanding and growth producing. A new level of group cohesiveness resulted.

6. Industrial Educational Tours: An Industrial-Education Travel Seminar was held for three days in the fall. Faculty participants had an opportunity to experience how teaching and learning take place in other settings. They learned about the industrial perception of training, and about the resources and facilities that were provided. It was an eye-opening experience of the importance placed on education in the business world. Educational institutions were visited one year in addition to industrial sites. The Ontario Science Centre and Toronto's School-By-The-Water provided excellent models of hands-on and experiential learning. At times the group was subdivided into smaller groups to visit industrial-education settings and later convened to exchange experiences and discuss the implications for college teaching.

What makes PROF so unique?

PROF is unique because it provides a rare opportunity in a nonthreatening setting to increase awareness, openness and receptivity to oneself, others and various forms of information. But PROF'ers say it best:

> It's an experience in personal awareness. An awareness that you as an individual can be productive and creative. An awareness that you are not like your students. An awareness that to communicate with other people you have to have some idea of where they stand in their development of personal awareness. When you find that common ground, then you become a productive, contributing person serving society and not just an isolated individual withdrawing into himself. (P.P.I.)

T. J., a professor in Crops and Soils Science who is currently Assistant Dean of Academic and Student Affairs in the College, created a jingle:

> There once was a "T.J." whose mind was so closed:
> At others' opinions he thumbed his nose!
> But now he's broad-minded, less likely to scoff;
> And all of it's due to a project call "PROF"!!!

A questionnaire was developed and distributed to the faculty members who participated in Project PROF I, II and III. The questions were developed in conjunction with five Project PROF participants who represented the three groups. The intent of the questionnaire was fourfold. First, to gather information on the total program as well as specific aspects. Second, to identify what changes in personal behaviors and activities participants attributed to the PROF experience. Third, to assess the perceived value of the program. Last, to develop a definition of the program from the participants' perspective. A questionnaire, however, has limitations. The program participants expressed difficulty in transposing their diverse experiences and insights into a written and uncreative format. Nine participants responded from Group I, eleven from Group II and ten from Group III. A summary of their responses to the fourteen questions follow in the Survey Results.

SURVEY RESULTS

The response to the questionnaire for PROF I, II, and III was 9 out of 15 (60 percent), 11 out of 18 (61 percent), and 10 out of 16 (62 percent) respectively. Each question is presented, a summative comment is given and representative comments from the participants are provided. The questionnaire is in Appendix I and all comments and responses are in Appendix II.

QUESTION I: WHAT ASPECTS OF PROJECT PROF HAVE YOU FOUND MOST VALUABLE TO YOU? PLEASE EXPLAIN OR GIVE EXAMPLES.

Twenty one of the 30 participants stated they valued most highly their increased understanding of themselves and others. This aspect is best conveyed in these representative comments:

> The exposure to the personality traits of myself and others have helped to "bridge the gap" of understanding on many occasions. I consider the personal growth and development of the faculty member as a person to the major contribution of PROF. (P.P. I)

> The overall emphasis on different perspectives and different ways of doing both with people and things. I thought the whole experience was very valuable, but I can't specifically tell you why or what made it so. (P.P. II)

Fifteen referred to the exposure to creative solving problems skills as increasing their awareness of and openness to new ideas:

> Throughout the program was a theme of creativity and cutting loose from the usual or "traditional" approaches to life, work, personal relationships, and problem solving. I am using this and still drawing on the full impact of it. (P.P.III)

An integral part of the PROF experience was the development of new relationships with colleagues from different disciplines in the College. There was a cross-fertilization of minds and the development of such friendships. Fourteen made reference to colleagual relationships. For example:

> Contact with faculty from other departments has yielded a rich experience in an awareness of the kind of people we are. I have found sources of help and consultation in several different phases of my personal and professional life. (P.P. III)

> I learned a lot from my fellow participants and feel the friends I've made are about as important as anything else I've gotton from PROF. (P.P. II)

PROF provided a unique opportunity to view training in an industrial setting. Twelve PROF'ers were impressed by the innovative teaching methods employed by industry. One participant summed it up by saying:

> ...the experience of visiting industry to see how they train people... made me aware of how far behind educational institutions are in their educational process. Industry far exceeds the public institutions in teaching facilities...how little emphasis there is (in universities) on teaching and teaching strategies. (P.P. I)

Specifically, PROF contributed to the development in teaching, communications, and time management skills. Yet the evasive, pervasive, and holestic nature of PROF lead to its value:

> There was no one aspect that was of most value. It was the totality of the program that helped to create a broader awareness of methods and approaches for solving problems, presenting information, and interacting with committees and in public environments. It is this broader, more diverse prospective which is of most value and it evolved from the integration or bombardment from all aspects of the program. (P. P. III)

QUESTION II: WHAT ASPECTS OF PROJECT PROF HAVE YOU FOUND LEAST VALUABLE TO YOU? (PLEASE EXPLAIN OR GIVE EXAMPLES.)

There were aspects of PROF that some found to be of less personal value. Micro-teaching (5), too much creative problem solving (4), and the Creative Problem Solving Institute (CPSI) in Buffalo (3) were mentioned. However, most disclaimers were followed by an explanation or qualifer, for example:

> This is a tough question for me to answer in a general way. The sessions that were closest to "where I was at" were least valuable and the strangest, most valuable...Most importantly, it was probably the experiences I had in the "wierd" areas that I would most likely not have selected on my own. (P.P. II)

> Creative Problem Solving in general, but particularly Toni's (Posi) presentations. I was really looking forward to this...and was very disappointed. Since I didn't make it to Buffalo, perhaps I missed the best part of these exercises. (P.P. III)

QUESTION III: WHAT ACTIVITIES IN THE PROJECT PROF PROGRAM WOULD YOU LIKE TO HAVE HAD (PLEASE EXALAIN.) (A) EXPANDED? (B) INCLUDED? (C) REDUCED? (D) DELETED?

When reflecting back on the program, participants stated they would have liked to expand: the industrial tour (5), spouse involvement (3), stress management sessions (5), and teaching improvement programs (3). They would have included a total group project to use what they had learned (3), indepth follow-up sessions (2), and information on societal problems (2), and MSU programs (3). Creative problem solving (CPS) (4) could be reduced and aspects even eliminated.

For some participants the PROF experience had a particular impact on aspects of their lives. Changes in teaching, research, extension, family life, personal habits, their view of themselves and others were referred to.

QUESTION IV: TEACHING (CLASSROOM "PERFORMANCE", GRADING, STUDENT COUNSELING, COURSE CONTENT, TAKEN ADVANTAGE OF TEACHING IMPROVEMENT PROGRAMS, ETC.

Nine participants reported they made many changes, thirteen made some changes, and three few to no changes in their teaching. Changes included incorporating new ideas into their delivery style (6), creating a more informal environment conducive to learning (5), getting to know students better (5), improving the organization of their course (4), trying new creative ideas (4), and attempting to understand and meet student needs (3).

> I feel my courses are a tribute to Project PROF. At least one I feel is in a category my itself. I've taken on topics I never would have without PROF. (P.P. I)

> I'm better able to understand the student as a total individual. I'm better able to identify problems and deal with them early. I feel more in control in the classroom and in touch with my class. I feel that I can better stimulate creative thinking. I'm less concerned with details of content and more prone to stress creative problem solving. Although my SIRS Forms haven't changed greatly, I enjoy teaching more and feel that I am helping my students to learn and develop as individuals. (P.P. II)

Yet others said:

> Time constraints tend to limit my following through on things I'd like to do in this area, although I see greater impacts of PROF here than elsewhere. Expect a number of ideas planted during PROF are incubating and will result in changes over time, as my schedule permits more attention to teaching improvement.

QUESTION V: RESEARCH (DEALING WITH GRADUATE ASSISTANTS, YOUR APPROACH TO PROBLEM SOLVING, ETC.)

Seven PROF'ers felt they hade made many changes in the area of research, while fourteen made some changes and three changed little. The predominent change was using creative problem solving techniques in developing research topics and projects (12). Mentioned less frequently were: The broadening of research efforts (3), helping students with research (2), and added confidence (3). For example:

> I work better with my research assistants and feel that I've been able to better understand their weaknesses and my own. I am more comfortable presenting papers and feel that I do a better job. There has been a broadening of my research interests because of PROF. I seem to find more time for research now and am able to accomplish more in the time I allocate to research. (P.P. II)

> The approach toward creative problem solving from both a non-negative or exclusive way plus a developing multitude of options and not throwing out any of those options at the early stage has been very helpful as we approach many researchable areas. (P.P. III)

QUESTION VI: EXTENSION (YOUR MEETING STYLE, ETC.)

Two participants made a number of changes in extension that they could attribute to PROF, eight made some changes, one, none at all, and nine said the question did not apply to them. Those who have extension responsibilities made comments such as:

> Probably have become more informal in my delivery style -- a more relaxed style of presentation. (P.P. I)

> Because of PROF's, we've been provided tools and confidence to handle meetings with a wider variety of approaches and structures.

QUESTION VII: FAMILY AFFAIRS (CAN BETTER UNDERSTAND SPOUSE, DO MORE THINGS WITH SPOUSE AND FAMILY, ETC.)

Seven participants made many changes in their family affairs that they attributed to PROF. Fifteen made some change and two, none at all. The major change seemed to be a better understanding of their spouse and children (10). Yet some faculty mentioned this increased understanding lead to some dissonance:

> In the area of family affairs, the project experience has given me both good and not so good results. The excellent part of it is that I understand my wife much more thoroughly than before. I think it is extremely important that wives be included in the program as much as possible. It has given me more insight into how different people in the family reach to different situations and how they function in society and with their peer groups on the other side of the family affair is the in-depth inner concentration, which at times when I am concentrating and brainstorming in my own mind so deeply that the family wonders what the problem is. It is sometimes more difficult now to switch from an academic role to a personal family role in a short period of time. (PPI)

> I think Myers-Briggs helped me to better understand my spouse. We are near opposites on the four traits so we tend to see most things differently. I believe we are better able to take advantage of our differences now than before. I work harder at maintaining relationships with my family and appreciate them more. I know myself a little better and this helps me to avoid some problems.

> Effects on family may be both positive and negative. On the one hand, communication goes deeper than before. On the other hand, I express more personal opinions and pursue more personal priorities. (PPIII)

> I feel the personality study has improved my understanding of my wife. Over more time this may have a significant effect in our family. My major problem here is converting my head knowledge to day to day living. (PPIII)

QUESTION VIII: PERSONAL HABITS (EXERCISE MORE, READ MORE WIDELY, AM MORE INTERESTED IN LEARNING ABOUT DIFFERENT AREAS)

Many changes in personal habits were cited by five participants, some changes by nineteen and few changes by three. The major change was diversification of activities and activities (9). Other changes were being more aggressive in meeting personal goals (4), reading more widely (4); increase awareness of choices (4), and a sensitivity to the shortcomings of oneself and others (3). Comments about changes include:

> I've always been curious. Perhaps this is why PROF piqued my interests and really holds my attention. Where else can one dauble in many areas quickly then go off into some area in more detail. (PPI)

> I can't seem to get on a good consistant exercise routine but go to more effort to build exercise into my routine. I am more willing to try new things and am often surprised that I enjoy them and can often relate them to more professional aspects of my life. I'm a little better prepared to identify personal stress and to cope with it. I do read more widely and try to attend an occasional seminar in different areas. I'm working to be less of a "T" than an "F" in my dealings with people. (PPII)

> If this makes any sense--I interact with my subconscious being more directly, and have a whole new sense of movement through life (lives). (PPIII)

> I have not changed my personal habits, but I feel less guilty about taking time for these activites. I have learned that it is OK to be me and to not worry about fitting into a specific mold. (PPIII)

QUESTION IX: YOUR VIEW OF YOURSELF (AM HAPPIER WITH ME, HAVE DEVELOPED SELF DISCIPLINE, ETC.)

Eight PROFers reported many changes in their view of themselves, which seventeen reported some change. Eleven attributed these changes to learning more about themselves through the Myers-Briggs personality inventory. Some said:

> I believe my view of myself has changed to a more positive view, regardless of the criticism of other people that I'm going in the wrong direction. I believe I'm happier with myself in that I view myself as contributing to society and education and not doing something just for the rewards. My view of myself has given me an insight into how creative and innovative I can become and also the broad area of knowledge and experience I encompass. (PPI)

> I better know the things that turn me on.
> I can better balance positive and negative aspects of my profession.
> I am more independent.
> I have a higher level of self-awareness which is directly catalyzed by my PROF experiences.
> I am happier with me. (PPII)

I am much happier with myself and am more comfortable with my imperfections. Rather than being so critical of me, I am now able to work toward improvements. I am also better able to capitalize on my strengths. (PPII)

Life is a little more interesting as a result of having more tools and being more open to trying new approaches, plans, and styles in day to day interactions. (PPIII)

QUESTION X: YOUR VIEW OF OTHERS (DEFER JUDGMENT, SEEK OUT PEOPLE DIFFERENT FROM MYSELF, AM MORE UNDERSTANDING OF OTHERS VIEWS, ETC.)

Nine participants perceived they had greatly increased their understanding of others, sixteen reported some change and one felt they had not changed at all. Eleven, in fact, believed it was easier to understand the view points, feelings, and values of others and were more sensitive to these views, feelings and values. Six had increased their abilities to listen and defer judgment. They said:

I believe through the development program I have become more tolerant of other people's thinking and of how they view the world. I have become more aggressive in my attitude toward some ideas and I have learned how to disagree in a more tactful and logical way. I have tried to influence other people into creative and innovative thinking about projects, courses, and goods, even though I may not have been successful. (PPI)

I have a better understanding of my fellow man. Better understanding of personality types has improved human relationships. I am able to recognize personality types and not try to change them, but rather use their strengths. This has been particularly helpful in chairing faculty committees and in developing research programs for graduate students. (PPII)

I spend a lot more time listening before stating my case. I find that studying what motivates another person before interacting with them helps rearch problem solving solutions quicker. (PPII)

The program increased my awareness of the need to have different viewpoints in order to generate new ideas. People of an unrelated backgrounds may be able to help problem solve creatively and approach a problem from a viewpoint that I would not have considered. (PPII)

QUESTION XI: WOULD YOU RECOMMEND THE PROJECT PROF EXPERIENCE TO OTHERS?

Often a good indicator of a worthiness of a program is if participants would recommend the program to others. A recommendation suggests that the cost, time and energy, is commensurate with the benefits, such as a new understanding, insights, and skills. Twenty-nine of the thirty participants who responded to this question would highly recommend the program and one participant would recommend it, but not as strongly. Comments included:

This is an excellent way to become aware of the world about us. Academia tends to inbreed thus break the constraints and look at the rest of the world. They have ideas too. The experiences were especially valuable since I was a new staff member at the time and needed reinforcement. (PPI)

I would recommend PROF to other people, however, it is extremely difficult to explain a change in an attitude, or a mental change. Most people would not understand what you are trying to do. This is most with other faculty members who have a very logical, scientific research oriented thinking. (PPI)

I can unequivocably recommend this program to many persons. I also recognize individuals that I feel need these experiences; however, I would not recommend it to them because they may provide a negative aspect to the group. It must be a voluntary commitment. (PPII).

I think everyone I have talked with has had a growth experience. For some it was unpleasant, every negative, but it was revealing. For me personally, the negative parts contributed to growth of self-awareness as well as greater awareness of the richness of others. (PPIII)

I think the experience is valuable for all. (PPIII)

QUESTION XII: DO YOU FEEL YOU ARE A MORE PRODUCTIVE EMPLOYEE BECAUSE OF YOUR PROJECT PROF EXPERIENCES?

While we think of Project PROF as being a personal-professional development program, the question of productivity is of interest. Fifteen faculty believed they were more productive due to their experience, eleven rated themselves as somewhat more productive and one noted no change. The participants comments were very diverse, but included increased effectiveness, ability to interact with others better, and an expansion of ideas and contacts. For example:

The development program has made me a more productive person. I have been able to accept more responsibility and delegate more responsibility to other people. I have made me more organized in my thinking, but has not given me the additional time to create new ideas and try new strategies as much as I would like. (PPI)

It is hard to sort out where I would be without PROF but I've improved as a teacher, researcher, and administrator in the last 2-3 years. I'm happier with myself and my job and can concentrate more on what I'm doing. (PPII)

Yes--especially in teaching area. (PPII)

Changes most attributable to Project PROF are related to dealings with others on committees or cooperative efforts rather than individual activities. (PPIII)

QUESTION XIII: IF YOU WERE AN ADMINISTRATOR, WOULD YOU BE WILLING TO ALLOCATE FUNDS TO PROJECT PROF-TYPE ACTIVITIES?

The bottom line of a program such as PROF is administrative commitment and financial support. The support for PROF from the administrative perspective was substantial. Twenty of the 27 who responded to the question would support such a program and 14 indicated strong support. Seven participants would provide some support. Again, the responses were varied. Representative comments are:

If your employees know more about themselves and others about them, if they can be kept exploring new ideas and ways to doing things, then everybody benefits. (PPI)

An entire faculty of "successful" PROFers would be difficult to contain. (PPI)

To improve work efficiency and morale among faculty. I would also be willing to provide development program for secretaries to aid in improving efficiency, morale, and their effectiveness. I view these programs as an investment in people.

It is a good way to perform some personal maintenance. In a big institution, it is helpful in improving interdepartmental relations. Even the resignations that might be stimulated aren't entirely negative because those who "find themselves and leave" were not likely working up to potential. I expect it is more beneficial than the typical sabbatical. It promotes "spin-offs" from non-profit social development aspects of the program. (PPII)

Faculty development should be one of highest priorities and should be supported. Like everything else some cost-benefit criteria must be applied. I think we could do a great deal more with local resources and/or get higher quality outside contributors e.g. we don't have to go to Buffalo to see movies, take yoga, TM, non-verbal communication, etc. More use of local talent and resources could involve more faculty, reduce time investments, and permit greater follow-up. (PPIII)

Yes, but I would like to see more specific objectives for the program, and an organized set of activities which achieve these objectives. (PPIII)

QUESTION XIV: HOW WOULD YOU DESCRIBE PROJECT PROF TO A FRIEND OR COLLEAGUE?

What is Project PROF? How can it be described? The definitions of PROF are personal yet common themes prevail. Participants reflected on the experience in terms of:

thinking and problem solving---"The experience (is) an enrichment of the thinking process, a way of looking at problems from a different perspective and the possible solutions of those problems from a creative and innovative approach." (PPI)

professional and personal growth---Project PROF is a program that provides a unique experience in professional and personal growth through increased awareness of your own feelings, abilities, and values and increased awareness of the feelings, abilities and values of others. It does not change your personality, or anyone elses. It does give you more information about yourself than you've had before. It gives you information about yourself and others that can be used very effectively in building effective working and personal relationships that will enhance the quality of work and of life. (PPIII)

interactions with colleagues---A simulation of professional interaction of colleagues for improving communication, understanding and problem solving. If the lessons in Project PROF could be carried out in our everyday interaction with colleagues that are in the same scientific discipline, the College would be solving problems it hasn't dreamed up yet. (PPII)

being integrative and holestic in its approach---I think it is the development of the total person from all aspects, not only professional, but a more clear understanding of the various roles we choose to work in. I believe the program has given people more confidence in what they think, how they act, and how they view other people. (PPI)

"It has a decidely integrative quality."--A program that takes you outside "your" habitat. (PPI)

yet disorientating---Several colleagues have asked about PROF. My response has always been overwhelmingly positive to them. I describe it as a disorientating experience designed to help crack our shell and relate better with life. I believe this type of program will have more beneficial long term effects. I believe it is difficult to adequately evaluate the merits of this program. I am frustrated to again state that it has had a profound affect on my professional and personal life; it is so very difficult to analyze and describe. (PPII)

yet non-threatening so you remain open---PROF is a personal-professional development program. The environment is non-threatening so risks are minimal. It does require a commitment to openness on your part and a modest amount of time. You will not find all of the experiences rewarding and what you get out of the program will depend a lot on what you put into it. You should keep in mind that it took years to you to become what you are and the PROF program may not make major changes in you total. Yet, it will give some doors to opportunities for change. Some of these opportunities may not prove to be appealing while others may capture your fancy and hold it for a considerable time beyond your formal experiences. It is mostly recreation and you'll make new friends. (PPII)

however, the descriptive process is difficult for some---This is probably the most difficult area to cover. To describe a mental change, emotional change, psychological change or attitudinal change is extremely difficult. What I may feel or experience is difficult to communicate in words.

I wouldn't attempt it. If pressed, I would suggest that the results may be unpredictable as well as undescribable, that individual participants seem to read to the total experience in different ways, and that I personally found it to be of value.

yet, for others, a few words grasped the meaning PROF had for them---A process of self-improvement, and a chance for comradeship with colleagues in other departments that you would find hard to beat from which you will find useful and helpful just about everyday. (PPII)

As a personal experience which will be something different to each individual. (PPIII)

Professional Development Activity (program) for faculty to help them expand their knowledge about themselves and their world. . . so that they become better more fully functioning free people and them perchance better teachers.

An opportunity for self-development that will make you a happier and more productive person. . .

You don't know what you are missing. (PPII)

Perhaps the best thing that every happened to me. There isn't a day that goes by that I don't think to myself, "chalk another one up to PROF!"

In summary, Project PROF is an innovative, unique, and successful faculty development program. It is innovative in that new ideas where combined in novel ways. The program itself models creative, risk taking behaviors. It is unique on a college campus, much less in agriculture and natural resources. It is successful, and in fact surpassed the original objectives set forth by Armstrong. The impact of the PROF experience went beyond teaching and the classroom. It has had a pervasive effect on participants' lives through increased self understanding, major decisions have been made. Some PROFers left the university to pursue new careers, other refocused their direction at MSU, some periodically reflect on their PROF experience when tough decisions need to be made. The consensus seems to be that Project PROF has facilitated the opening and cross-fertilization of minds. It has lead to increased understanding of oneself, others and the larger environment. PROF has encouraged creativity and flexibility in various life dimensions. PROF has reached its goal and gone beyond--people grew and from reports, continue to develop, personally as well as professionally.

Project PROF itself is is continuing to grow in new ways. A current spin-off is a professional development program for researchers in the Agriculture Experiment Station at Michigan State. We also hope other Universities will take on the PROF challenge and develop their own innovative, unique and successful program. The PROFer at Michigan State would like to help plant and nuture this further growth.